

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Art and Design

Year 5, Summer 1

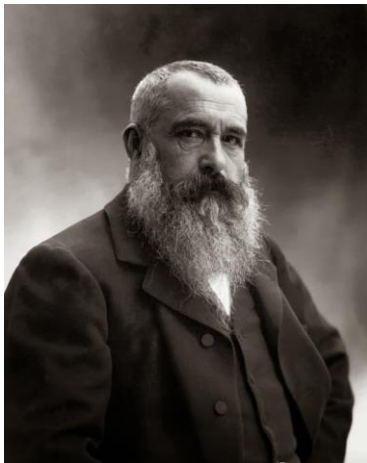
Monet: different artistic impressions of gardens and flowers



'Inspiring confident and independent learners'

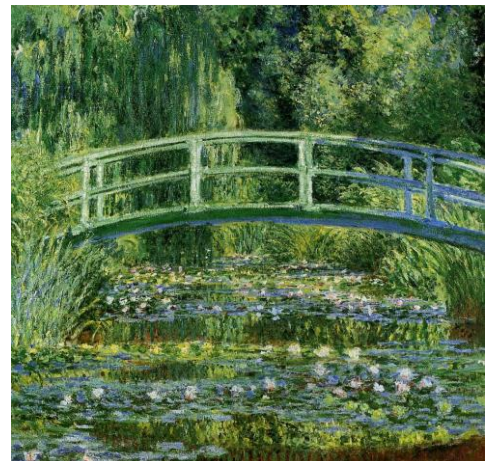
Project - Monet: different artistic impressions of gardens and flowers

- Children will explore and investigate the artwork of Claude Monet, learning about the ideas of Impressionism.
- Children will create water colour work in response to Monet's paintings of water lilies
- Children will improvise by experimenting with colour mix water colours to varying shades.
- Children will present their work using watercolours and medium such as wax inspired by Monet.
- Children will evaluate their piece as they develop their art, amending as needed in order to create a final coherent piece of work.



Practical skill development

- Use colouring pencils effectively to create tone and detail
- Use shading to add interesting effects to drawings, using different grades of pencil.
- Use a sketchbook to show how ideas have been improved; review and revisit.
- Choose a suitable format to work with: Portrait or Landscape.
- Improve their mastery of art and design techniques, including drawing.
- Painting and sculpture with a range of materials.
- Use hard and soft lines to record detail in the distance, foreground.
- Use blending and overlaying colours to create soft backgrounds.
- Use pens or their own choice of medium to record minute detail.
- Use blending and mixing to create various shades inspired by famous artists.
- Select appropriate size brushes to layer detail.
- Investigate the effect of wax with water colour paints.
- Evaluate and analyse creative works using the language of art, craft and design.



Hobbs Hill Wood Primary School

Knowledge Organiser for Year 5 – Summer 1 Computing

We are Web Developers



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Knowledge

In:

- **Session 1** they learn about the school network and how it connects to the Internet
- **Session 2** they learn how messages are passed on the Internet
- **Session 3** they learn how web pages are built Of HTML
- **Session 4** they plan an online safety website
- **Session 5** they write pages for their site
- **Session 6** they add links and media to their site.

Core Vocabulary:

Creative Commons, Hyperlinks, Hypertext mark-up language (HTML), Hypertext transfer protocol (HTTP), Internet Protocol (IP) addresses, Network switch, Packets of data, Protocol, Tag, Uniform Resource Locator (URL), Web browser, Web server, World Wide Web.



HTML code

Skills

In this unit, pupils will learn:

- the name and function of components making up the school's network
- how information is passed between the components that make up the **Internet**
- what the source code for a web page looks like and how it can be edited
- how a website can be structured
- how to add content to a web page.



E-Safety

Hobbs Hill Wood Primary School

Knowledge Organiser for Year 5 – Summer 1, History

The Mayan Civilisation



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Knowledge Organiser for

Knowledge

Meet the Maya

I know key periods in World history and when they occurred in relation to each other. I know and can sequence key events of the Maya period on a timeline, clearly demarcate BC and AD. I know where the Maya lived. I can identify key places like Chichen Itza. I know that the Maya were people of amazing inventiveness and we thank them today for chocolate and sweetcorn.

Maya books, writing, reading and time

I know that the Maya were a well-developed civilisation. I know that they kept whole libraries of books containing information about their history, beliefs, astronomy and calendars. I know what the Maya used as paper. I know that the Maya used different calendars to track time. I know that the Maya counted in twenties.

Maya diet and farming

I know how the Maya changed and adapted the land around them to farm on. I know that the Maya were farmers and their diet was mainly corn (maize), beans, chillies and squash. I know that this is the same diet as the people that live there today. I know that the cacao plant produces beans that give us chocolate.

Maya Beliefs and Ballgames

I know that the Maya were believers in rituals. The Priests were in touch with the spirit world of the gods and the people. I know that there was more than one god. I know that the Maya priests painted their skin and dressed in tall headdresses. I know that the Maya played a game with a rubber ball called *pok-ta-pok*, which was partly religious and involved human sacrifice.

Maya Homes and Cities

I know that the Maya made their homes of wood, mud and thatch. I know that the Maya built pyramids which were huge and needed many people to construct them. I know that the main pyramid was used as a tomb for the king.

The Rise and fall of Maya Civilisation

I know that Maya civilisation disappeared before the Spanish arrived. I know that it disappeared because they caused an environmental disaster due to conflict and overusing the farmland. I know that the Maya survived because they fought back against the conquistadores and kept their own languages.

Skills

I can use digital sources to locate significant areas on a map

I can plot BC and AD dates accurately on a timeline. I can compare Mayan history alongside British History.

I can establish clear narratives within and across the periods they study. I can note connections, contrasts and trends overtime.

I can develop chronologically secure knowledge and understanding of world history.

I can address and devise historically valid questions about change, similarity and difference.

I can address and devise historically valid questions about cause.

I understand how our knowledge of the past is constructed from a range of sources.

I can form questions to find out about the past.

Key Vocabulary:

Maya, civilisation, maize, cacao, rituals, priests, headdresses, sacrifice, pyramids, pok-ta-pok, Chichen Itza, irrigate, nobility



Hobbs Hill Wood Primary School

PSHE – Relationships

Year 5

Summer 1



'Inspiring confident and independent learners'

Knowledge

- Know that a personality is made up of many different characteristics, qualities and attributes.
- Know that belonging to an online community can have positive and negative consequences.
- Know that there are rights and responsibilities in an online community or social network.
- Know that there are rights and responsibilities when playing a game online.
- Know that too much screen time isn't healthy.
- Know how to stay safe when using technology to communicate with friends.



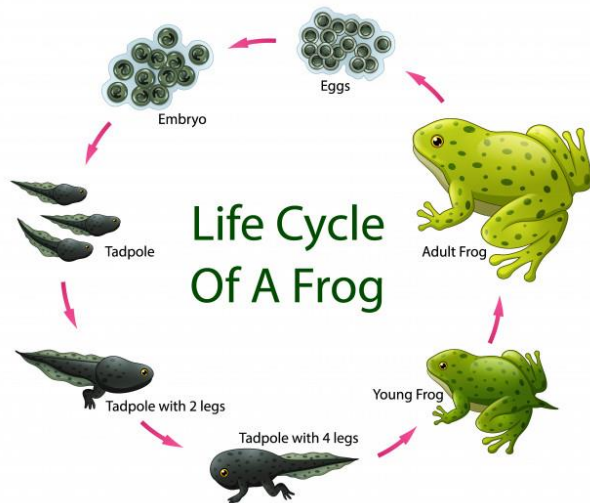
Social and emotional skills

- Can suggest strategies for building self-esteem of themselves and others
- Can identify when an online community/social media group feels risky, uncomfortable, or unsafe.
- Can suggest strategies for staying safe online/social media.
- Can say how to report unsafe online/social network activity.
- Can identify when an online game is safe or unsafe.
- Can suggest ways to monitor and reduce screen time.
- Can suggest strategies for managing unhelpful pressures online or in social networks.

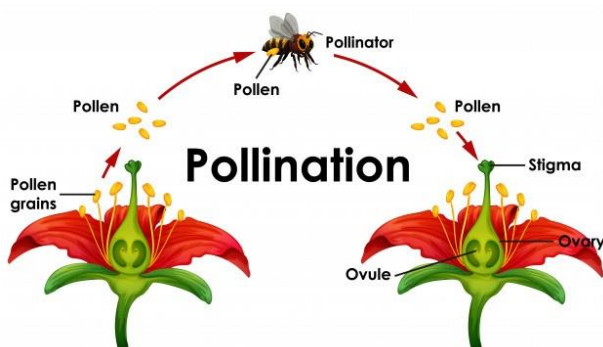
Key Vocabulary: Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules.

Knowledge

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Talk about why some animals might become extinct.
- **Core Vocabulary:** life cycle, gestation period, asexual reproduction, bulb, fertilisation, internal, external, larva, metamorphosis, pollination, reproduction

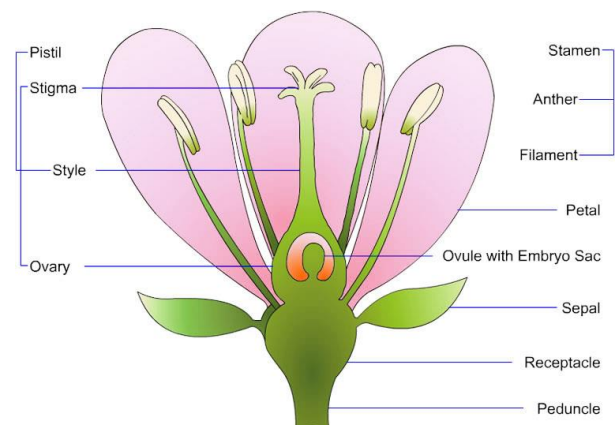


Life cycle of a frog



Skills

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.



Parts of a flower

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Spanish

Year 5, Summer

My Home



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Knowledge

- Be able to say whether they live in a house or an apartment and say where it is.
- Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.
- Tell somebody in Spanish what rooms they have or do not have in their home.
- Ask somebody else in Spanish what rooms they have or do not have in their home.
- Attempt to create a longer spoken or written passage in Spanish building on previously learnt language (incorporating personal details such as their name and age)
- **Core Vocabulary:**

Spanish	English
¿ Dónde vives ?	Where do you live?
Vivo en...	I live in...
Una casa	A house
Un piso	An apartment
En la ciudad	In town
En el campo	In the countryside
En la montaña	In the mountains
En la costa	By the sea
En un pueblo	In a village
y	and
pero	but

Spanish	English
Una cocina	A kitchen
Un comedor	A dining room
Un cuarto de baño	A bathroom
Un dormitorio	A bedroom
Un lavadero	A utility room
Un sótano	A basement
Un despacho	An office / a study
Un salón	A living room
Un garaje	A garage
Un jardín	A garden
En mi casa hay...	In my home there is... / there are...
En mi casa no hay...	In my home there is not... / there are no...

Skills

- Understand and communicate simple descriptions orally and in writing.
- Take part in short conversations using sentences and familiar vocabulary.
- Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language
- Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.
- Read a variety of simple texts in different but authentic formats
- Write simple sentences and short paragraphs from memory or using supported written materials



Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 5

Cricket and Athletics



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Cricket

National curriculum aims

2B- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



Skills

- Bowl using an overarm technique, beginning to vary speed and length of delivery.
- Hit the ball with purpose varying speed height and direction, as well as thinking of tactics needed to score more runs.
- Choose skills and tactics to meet the needs of the situation.
- Begin to bowl at different speeds and accuracy
- Work as part of a team that covers the areas to make it hard for the batter to score runs
- To show a good awareness of others in game situations.
- Participate in competitive games, modified where appropriate
- Perform skills and techniques including: retrieving, intercepting and stopping the ball.
- Participate in competitive game situations apply skills and technique.

Unit objectives

- Step 1- Throw a ball in different ways
- Step 2- To play shots that allow the ball to hit different areas of the field into spaces
- Step 3 – To retrieve, catch, intercept, and stop a ball when fielding.
- Step 4 –To use skills and tactics to outwit the opponents when fielding
- Step 5- To use skills and tactics to outwit the opponents when batting
- Step 6 – To participate in competitive games.

Key Vocabulary

Cricket, Fielding, Striking, Teamwork, Score, Wickets, Runs, Batting, Aiming, Overarm, Accuracy, Underarm, Throwing, Bowling, Wicket keeper, Long Barrier

Athletics

National curriculum aims

2A- use running, jumping, throwing, and catching in isolation and in combination.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



Skills

- Understand appropriate pace judgement for running distance to be covered
- Run, jump, catch and throw in isolation and start to throw in combination.
- Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
- Understand and start to apply the appropriate throwing and jumping technique to achieve maximum distance and height.
- Apply skills that meet the needs of the situation, combining and performing each skill with control at speed with some accuracy.

Unit objectives

- Step 1- To use a combination of jumps
- Step 2- To learn the techniques to use in long distance running
- Step 3 – To start to compete in short distance races
- Step 4 – To run up when throwing and jumping
- Step 5 – To improve skills to throw at distance
- Step 6- To perform competitively with others – mini Olympics

Key Vocabulary

- Athletics
- Jumping
- Throwing
- Running
- Co-ordination
- Measurements
- Timing
- Movement
- Technique